

Maine School RTI Readiness Checklist****

This checklist is a self-evaluation tool provided to assist schools in examining their readiness to adopt RTI practices. The checklist is intended to be completed by a team of building level leaders. It includes seven indicators to ensure successful implementation of RTI systems. This will be used to collect baseline data and as a blueprint for RTI implementation for the school.

District Name: _____

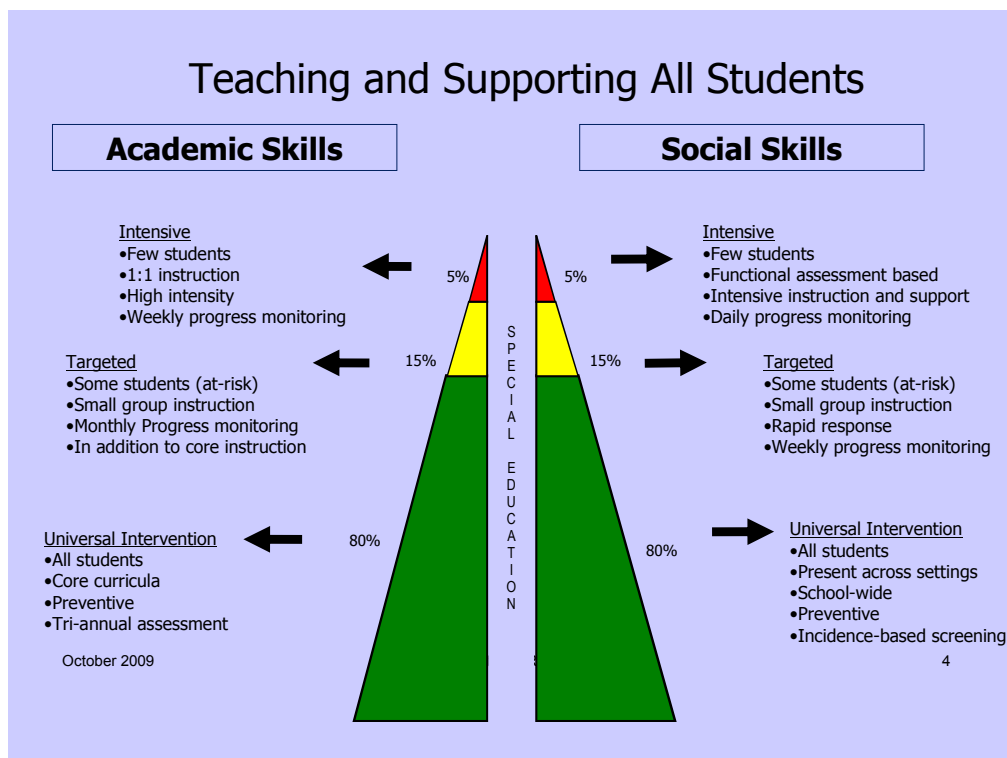
Date: _____

School Name: _____

Grade Span: _____

Staff Completing the Checklist:

_____	_____
Name	Title
_____	_____
Name	Title
_____	_____
Name	Title
_____	_____
Name	Title
_____	_____
Name	Title
_____	_____
Name	Title



Leadership	Awareness	Emerging	Developing	Established
District level and building level support at the highest levels, including agreement to adopt a RTI model and allocate required resources (general education, special education and other programs)				
Understanding of and commitment to a long term change process (3 or more years)				
Long term commitment of resources among general education, special education Title, ELL and other programs (staff, time and materials) for screening, assessment, and interventions				
District leadership team with basic knowledge of the research relative to RTI and the desire to learn more				
Expertise at the district level and building level with respect to research based practices for academics and behavior				
Scheduling supports time allocations required for implementation (screening, data analysis, teaming, intervention planning/implementation/monitoring, P.D., etc.)				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

Teaming	Awareness	Emerging	Developing	Established
Commitment to collaborative teaming (general education, special education and other programs) at both the district and school levels				
Principal leadership and staff (general education, special education and other programs) willing to participate at each school				
Willingness for general education, special education, and other programs to work together at both the district and school levels				
Commitment from all team members to making student decisions through problem solving				
Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)				
Parents are notified and requested to participate in the three tier process as soon as their children go beyond Tier 1.				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

Curriculum	Awareness	Emerging	Developing	Established
Use of a Maine Learning Results aligned, research-validated core reading program; core math program; and writing program at each elementary or secondary school identified as RTI ready with 80% success rate as determined by local, district and/or state assessments.				
Use of or ability to acquire intervention materials				
A range of research-based instructional interventions for any student at risk of not reaching potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3 tiered approach, pyramid of interventions, etc.)				
System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
Capacity to provide ongoing training and support to ensure fidelity of implementation				
Use of school-wide behavioral expectations with uniform rules and reinforcements.				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

Use of Data	Awareness	Emerging	Developing	Established
Universal screening system, including Curriculum Based Measurements, to assess strengths and challenges of all students in academic achievement, talents and behavior				
Structured data conversations occurring to inform instructional decisions				
Progress monitoring using Curriculum Based Measurements (CBMs) or behavioral charting that is systematic, documented and shared				
Other direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes (i.e., you are measuring steps to achieving a standard)				
Data management systems in place (technology support)				
Special Education eligibility determinations made using the RtI model.				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

Service Delivery System	Awareness	Emerging	Developing	Established
All programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into a three tiered system of delivery in the following areas:				
• Language Arts Grades K-2				
• Language Arts Grades 3-5				
• Language Arts Grades 6-8				
• Language Arts Grades 9-12				
• Mathematics Grades K-2				
• Mathematics Grades 3-5				
• Mathematics Grades 6-8				
• Mathematics Grades 9-12				
• Behavior Grades K-2				
• Behavior Grades 3-5				
• Behavior Grades 6-8				
• Behavior Grades 9-12				
Progress is monitoring using Curriculum Based Measurements (CBMs) or behavioral charting in:				
• Tier 1 (3 X per year)				
• Tier 2 (1 - 2 X per month)				
• Tier 3 (weekly to bi-weekly, or every 10 sessions)				
Additional instructional time is provided for:				
• Tier 2 (30 min. per day)				
• Tier 3 (30 – 60 min. per day)				
Progress monitoring data determines effectiveness of interventions and moves students through tiers.				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

Monitoring and Action Planning	Awareness	Emerging	Developing	Established
A strategic implementation plan exists and is used by the School Based Leadership Team to guide the implementation of the RtI model.				
School based Leadership Team meets at least twice each year to review data and implementation issues.				
School based Leadership Team meets at least twice each year with District Leadership Team to review data and implementation issues.				
Feedback on the outcomes of the RtI Project is provided to school based faculty and staff at least annually.				
Changes to the strategic plan are documented and dated.				
Charted or graphed information is regularly shared with students and parents.				

Rating System:

- • Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- • Emerging – True for less than 50% of staff or school
- • Developing- True for more than 50% of the staff or school
- • Established- True for 90% or more of staff or school

Evidence:

Professional Development	Awareness	Emerging	Developing	Established
The staff has received an overview of the RtI Model and understands its general features.				
Parents are provided information on the RtI Process.				
Professional Development is job-embedded and ongoing.				
Includes follow-up (e.g., coaching, professional dialogue, peer feedback, etc.)				
Key school personnel are identified for enhanced training in specific components of the three tier model (screening, intervention, data analysis) to build school capacity and ensure sustainability.				
Professional development addresses relevant areas such as:				
• Collaborative decision-making (e.g., professional learning communities)				
• Effective use of data, including that gathered through ongoing progress monitoring, in making educational decisions				
• Curriculum evaluation for effectiveness				
• Collaborative delivery of instruction/interventions				
• Research-based instructional practices, including supporting materials and tools				
• What constitutes “interventions” versus “accommodations and modifications”				
• Prescriptive and varied assessment techniques (targeted assessments, CBMs, error analysis, etc.)				
• Progress monitoring techniques				
• Parent engagement strategies				
• Differentiated Instruction				
• Content based instruction				
• School wide behavior support				
• Special Education identification using RtI model				
• Other:				

Rating System:

- Awareness – Some staff are knowledgeable about RTI but little action has been taken.
- Emerging – True for less than 50% of staff or school
- Developing- True for more than 50% of the staff or school
- Established- True for 90% or more of staff or school

Evidence:

ACTION PLAN

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Leads	Evidence of Change

Planning Team: _____ Date: _____

Core Curriculum (Core Program) The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education. As mandated by No Child Left Behind, core curricula must represent scientifically-based practice.

Curriculum-Based Assessment (CBA) CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. Tucker, J. (1987). Curriculum-based assessment is not a fad. *The Collaborative Educator*, 1, 4, 10.

Curriculum-Based Measurement (CBM) CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented.

Data Point A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Differentiated Instruction Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Early Intervening Services Early intervening services are the preventative components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

Evidence-Based Practice Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Goal Line (sometimes referred to as an aimline) The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

IDEA IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities ages birth through 21.

Intensive Intervention Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as tertiary intervention.

Primary (Tier I) Level of Intervention Primary intervention is the universal core program that all students receive.

Problem-Solving Approach within RTI Within RTI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress Monitoring Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention (RTI) Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Secondary (Tier II) Level of Intervention Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.

Summative Assessment Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tertiary (Tier III) Level of Intervention Tertiary intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Tertiary level of intervention often occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups.

Tiered Instruction Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

Universal Screening Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

This glossary was compiled using the following resources: The RTI Glossary of Terms developed by the IDEA Partnership at NASDSE, the RTI Action Network Glossary, the National Center on Student Progress Monitoring, the National Center on Response to Intervention, the New Mexico Public Education Department RTI Glossary, the Georgia Department of Education RTI Glossary, the South Carolina Department of Education RTI glossary, and the North Carolina Department of Public Instruction